**Grade 8 – Physical Education**

*“Never mind what others do; do better than yourself, beat your own record from day to day and you are a success”*

-Mohamed Ali

**Introduction**

Welcome to Grade 8 Physical Education! This course will provide opportunities for students to develop positive attitudes towards active living, to gain self-confidence as skillful movers, and to promote personal, social, cultural, and environmental growth and appreciation. It will be my responsibility to provide students with a range of practical and theoretical knowledge that facilitates life-long learning through a positive, motivating environment.

The K-12 **aim** of physical education curriculum is to support students in becoming physically educated individuals who have the understanding and skills to engage in movement activity, and the confidence and disposition to live a healthy, active lifestyle.

**Class Information**

Instructor: Mr. Thiessen

School: Active Living Elementary

Location: 100 Success Avenue, Regina, SK.

Phone #’s:

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Home→ (306) 555-1212

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Days/Times:

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| **Class Schedule** | | | | |
| *Day 1* | *Day 2* | *Day 3* | *Day 4* | *Day 5* |
| 9:30 – 10:00 am | 2:30 – 3:00 pm | 9:30 – 10:00 am | 2:30 – 3:00 pm | 9:30 – 10:00 am |
| Gymnasium Classroom | Gymnasium Classroom | Home Room (every second week) | Gymnasium Classroom | Gymnasium Classroom |
| **30 minutes a day/5 days a week = 150 total minutes per week** | | | | |

**Expectations**

*Students are expected to:*

* Be respectful to peers and teacher (I will **NOT** tolerate teasing, bullying, or laughing at anyone).
* Come changed-out ready for physical activity
  + No jewellery, No street shoes, No jeans, and hair must be tied-up (female).
* Attend and Participate in all learning experiences unless student has a legitimate reason.
* Come to class with an open mind and an enthusiastic attitude.
* Complete assignments on the date they are due.

*\*\*My door is always open and I will be more than happy to answer questions regarding the class, assignments, or other concerns\*\**

**Goals**

**Goals** are broad statements identifying what students are expected to know and be able to do upon the completion of study in particular area of study. The goals of Physical Education are **interdependent and are of equal importance**. The three goals from kindergarten to grade 12 are:

1. **Active living:** Enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community.
2. **Skillful Movements:** Enhance quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities.
3. **Relationships:** Balance self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities.

**Content**

The new curriculum provides the intended learning **outcomes** that Grade 8 students are expected to achieve in physical education by the end of the year. **Indicators** are included to provide the breadth and depth of learning required by the outcomes.

**Outcome**-what students are expected to know and be able to do.

**Indicator**- statements that will provide teacher/learner with evidence that an outcome has been achieved

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| **Yearly Plan** | | | |
| **Grade 8 Goals** | **Outcome** | **Hours** | **Value** |
| ***Active Living*** | Health-Related Fitness | 13 | **25** |
| Muscular System | 4 |
| Skill-Related Fitness | 8 |
| ***Skillful Movement*** | Complex Skills | 8 | **50** |
| Biomechanics | 8 |
| Concepts, Tactics, Strategies | 9 |
| Decision Making | 6 |
| Alternative Environment Activities | 9 |
| Movement Sequences | 10 |
| ***Relationships*** | Volunteerism & Leadership | 6 | **25** |
| Technological Influences | 4 |
| Basic First Aid | 5 |
| Social Behaviour | 5 |
| History & Culture | 5 |
| **Total** | **100** | | **100** |

**Evaluation**

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| **Learning Outcome** | **Pathway for Learning** | **Method of Recording** | **Value** |
| **8.1**  Health-Related Fitness | Fitness Calendar (10%)  Written Quiz (5%)  (Muscular System)  Self Evaluation (10%)  (Skill Performance) | Rating Scale  Rating Scale  Rubric | **25%** |
| **8.2**  Muscular System |
| **8.3**  Skill-Related Fitness |
| **8.4**  Complex Skills | Skill Test (10%)  (Gymnastic Partner Routine)  Written Test (20%)  Internet Activity (20%) | Criterion-Based checklist  Rating Scale  Rubric | **50%** |
| **8.5**  Biomechanics |
| **8.6**  Concepts, Tactics, Strategies |
| **8.7**  Decision Making |
| **8.8**  Alternative Environment Activities |
| **8.9**  Movement Sequences |
| **8.10**  Volunteerism & Leadership | Action Plan (15%)  Reflective Journal (10%) | Rubric  Rating Scale | **25%** |
| **8.11**  Technological Influences |
| **8.12**  Basic First Aid |
| **8.13**  Social Behaviour |
| **8.14**  History & Culture |
| **TOTAL** | **100%** | | |

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| **TITLES** | **LEARNING INDICATORS**  *(Blooms Verb/ Verb + Action)* | | **PRE-REQUISITE LEARNING**  *(Prior Knowledge)* | |
| **GOAL:** Skilful Movement  **GRADE:** 8  **OUTCOME/Lesson focus:**  **8.4** Complex Skills  **Lesson number:** 1/5  **Time:** 30 mins  **Instructor:** Dallas Thiessen | * 1. **Complex Skills**  1. Demonstrate the ability to repeatedly perform a skill at appropriate speed without hesitation to music. 2. Demonstrate the ability to manipulate objects without losing control while performing non-locomotor movements in a rhythmic sequence. | | **M/PATTERN:** non-locomotor  **Skill:** ready position  **Cues:**  *Knees bent/bottom down/back straight/head up* | |
| **RESOURCES, EQUIPMENT** | | **PE COMPONENTS** | **OUTCOMES/EVALUATION** | |
| **RESOURCES: N/A**  **Equipment:**  CD player  Music: “Boot Scootin Boogie”, “Dust on the Bottle”, “It’s five-o-clock Somewhere”, “Small Town Saturday Night”.  6 hockey sticks  6 basketballs  6 volleyballs  6 soccer balls | | **SKILL FOCUS:**    **MOVEMENT PATTERN(S):**  Non-locomotor/manipulative skills  **PERFORMANCE CUE(S):**  -**repeatedly** perform a skill to the beat of the music(INT)  -**manipulate** objects while performing **non-locomotor** movements to the **beat** of music (ADV) | **TODAY’S LESSON:**  **GOAL:** Skilful Movement  **Inquiry-Based Questions** | |
| **SCOPE/SEQUENCE: Instructional Approach/Methods** Total Time:30 | | | | **NOTES / Reminders: ICE, Safety** |
| **Opening: Teaching Method: Time:**  **Outcome 8.4: Skilful Movement Experiential Learning 5 min**  *Teacher will inform the class that we will we engaged in activities that involve finding rhythm while performing a variety non-locomotor skills and manipulative skills! \*REMINDER\* - Introduce safety issues and proper physical education attire (right column→)*  Explain “Finding the Beat” warm-up activity **(Indicator A - Demonstrate the ability to repeatedly perform a skill at appropriate speed without hesitation to music**).  Students will spread out around the gymnasium. Teacher will play the song “Cadillac Ranch”; while the music is being played the students will try to find the **beat** **(Appropriate Speed)** of the song using various locomotor skills. The teacher will call out different locomotions (walk, run, two-foot hop, shuffle, skip, gallop, and ask the students to think of their own for the last movement). After the warm-up is complete the students will form a circle around the center of the gym; teacher will ask two students to lead the class through some dynamic stretching. The teacher will then pose the question: Did it take you long to find the beat when changing movements? If so what movements were more difficult and why?  **Water Break**  **Body: Interactive Instruction/Stations 22 min**  **Indicator B: Demonstrate the ability to manipulate objects without losing control while performing non-locomotor movements in a rhythmic sequence.**   1. Students will be partnered up by the teacher; there will be 3 pairs at each station 2. Stations: (See Appendix #1) 3. Demonstrate each skill with one student *(see teaching cues) (2min)* 4. Within the stations, the students will be working on combining **non –locomotor skills** (sending/receiving) with **manipulative skills** while also focussing on the **beat of the music** “Boot Scootin Boogie”, “Dust on the Bottle”, “It’s five-o-clock Somewhere”, “Small Town Saturday Night”. 5. Each group will perform the sending and receiving skills and progressions at each station for 5 minutes. (Appendix #1)   **Teaching Cues:**   * **Floor hockey - focus on follow through (stick pointed at target), cradling the ball when receiving, ready position.** * **Volleyball – ready position, swinging arms at target, visually tracking the ball.** * **Basketball – cushioning the ball when receiving, arms pointed at target, eyes focused on target.** * **Soccer- cradling ball with foot when receiving, hit the ball with inside of foot when sending, foot follow through to target.**   ***PLAN B*** – If the skills are not challenging enough, I will add the movement pattern (accompanying); so students will have to dribble, stick handle, etc, to the beat of the music.  **Closure Direct/Inquiry-Based 3 min**   1. Students will form a circle around me (teacher); I will lead the class with numerous static stretches (Appendix #2). 2. As we are stretching I will ask a few important inquiry based questions that will reflect on today’s lesson.   Example:   1. Describe how you were able to perform non-locomotor skills and manipulative skills to the beat of a song. 2. Was it more difficult to perform these skills after the progressions were implemented? Why? | | | | **ICE**: See Appendix #3  **Remind students of safety**:  -Proper footwear is needed today  -Proper phys. Ed clothing is required  -No jewellery  -Long hair must be tied up (Females)  *(See Safety Manual pg* ***35, 86, 101, 25, 41****)*  *Inform students to bring the own water bottles*  **Positive Reinforcement:**  Thank students for their participation and leadership for putting away equipment today.  **Next day**: we will be in the computer lab classroom to participate in a research activity. |

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| **TITLES** | **LEARNING INDICATORS**  *(Blooms Verb/ Verb + Action)* | | **PRE-REQUISITE LEARNING**  *(Prior Knowledge)* | |
| **GOAL:** Skillful Movement  **GRADE:** 8  **OUTCOME/Lesson focus:**  **8.4** Complex Skills  **Lesson number:** 2/5  **Time:** 30 mins  **Instructor:** Dallas Thiessen | **8.4 Complex Skills**  **e)** Perform a variety of combinations of movement skills that reflect smooth transitions between skills. | | **M/PATTERN:** Locomotions  **Skill:** changing directions  **Cues:**  *Pivoting*-planting the outside foot  *Limbs in opposition*  **Music Counting:** counting to an 8 count while listening to music. | |
| **RESOURCES, EQUIPMENT** | | **PE COMPONENTS** | **OUTCOMES/EVALUATION** | |
| **RESOURCES:**  **5, 6, 7, 8 Line Dance**  **Website:** <http://www.pecentral.org/lessonideas/>  ViewLesson.asp?ID=589  **Equipment:**  Music (“Nitty Gritty Dirt Band - Fishing in the Dark”)  CD player  Observational Checklist | | **SKILL FOCUS:**  Dance Steps  **MOVEMENT PATTERN(S):**  Locomotions  **PERFORMANCE CUE(S):**  -change of **direction** (Int.)  -**combination** of movement patterns(Adv.) | **TODAY’S LESSON:**  Country Line dance  Observational Checklist  **GOAL:** Skillful Movement | |
| **SCOPE/SEQUENCE: Instructional Approach/Methods** Total Time:30 | | | | **NOTES / Reminders: ICE, Safety** |
| **Opening: Teaching Method: Time:**  **Outcome 8.4: Skillful Movement Interactive Instruction/Cooperative learning 7 min**  *Teacher will inform class that they will be learning about movement combinations in the form of country line dancing! \*REMINDER\* - Introduce safety issues and proper physical education attire (right column→)*  Explain Dance Memory Activity  \* Students will be in groups of 5 or 6; when the music starts (country music) someone is chosen to go first. They have to perform one action (can be jumping, clapping, etc). The second person repeats the first person's action, and then adds their own. The third person has to repeat the first person's, the second person's, and then add their own and so on until someone forgets.   * Once the memory activity is complete the class will meet in the middle of the gymnasium. During this time, I will ask a student to lead the class through some stretching while we brief the activity: How many different actions could you perform until you forgot? (This will inform me how to break down the steps and how many steps I can teach at one time)   **Body: Direct/Drill and practice 18 min**  *Without Music*   1. Students will be in a line formation. 2. Briefly discuss counting music (1-8) and cueing into a song begins after 5,6,7,8. *(“Fishing in the dark”)* 3. Demonstrate each component of the dance: (see appendix #1)  * First 8 counts. →During these steps, the students will be learning different movement patterns (Locomotion & Rotations) * Second 8 counts. →Teacher will relay performance cues which will help students be success within the movement (**Changes in direction** and what to do when **combining a movement** which will reflect **smooth transitions**)  1. Have a few students demonstrate the first two components of the dance to the rest of the class.  * Third 8 counts. →Remind students which foot should strike the floor first when doing a rotation or grapevine **(performance cue**) * Final 8 counts. →Use Appendix #1 as a guide for teaching the steps!   **Water Break**  *With Music “Fishing in the dark”*   1. Quickly demonstrate the dance using music. 2. Cue up the song and have the students follow your dance steps. 3. Encourage students to try the dance without any demonstration.   ***PLAN B*** – If students are advanced and learn the dance before the time expires, add variations (weave instead of grapevine, shuffle steps, etc) or ask the class to think of different steps they could add to the dance.  **Closure Direct/Inquiry-Based 5 min**   1. Students will form a circle around me (teacher); I will lead the class with numerous static stretches (Appendix #3). 2. As we are stretching I will ask a few important inquiry based questions that will reflect on today’s lesson.   Example:   1. Was it more challenging when the dance required you to combine locomotor (travelling) with non-locomotor (pointing, clapping)? Why do you believe it was more challenging and if not explain? 2. Now that you know some BMP’s of country line dancing, what are some other sport/activities that share similar movements? | | | | **ICE**: *See appendix #2*  **Remind students of safety**:  -Proper footwear is needed today  -Since students will be in a line formation, make sure they are at least an arms length away from his/her neighbour  -Proper phys. Ed clothing is required  -No jewellery  -Long hair must be tied up (Females)  *(See Safety Manual)*  *Inform students to bring the own water bottles*  **Positive Reinforcement:**  Thank students for their participation and leadership for putting away equipment today.  **Next day**: we will be in the classroom gymnasium to continue on skilful movements. |

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| **TITLES** | **LEARNING INDICATORS**  *(Blooms Verb/ Verb + Action)* | | **PRE-REQUISITE LEARNING**  *(Prior Knowledge)* | |
| **GOAL:** Skilful Movement  **GRADE:** 8  **OUTCOME/Lesson focus:**  **8.4** Complex Skills  **Lesson number:** 4/5  **Time:** 30 mins  **Instructor:** Dallas Thiessen | **8.4 Complex Skills**  **c)** Demonstrate the ability to smoothly apply variations to a complex skill. | | **M/PATTERN:** Locomotions  **Skill:** walking, crawling, running, skipping, leaping, jumping  **Cues:**  *Limbs in opposition*  *(Jumping)Swing arms/bend knees and hips/reach for the sky* | |
| **RESOURCES, EQUIPMENT** | | **PE COMPONENTS** | **OUTCOMES/EVALUATION** | |
| **RESOURCES:**  Gymnastic Resource Booklet: Developed by myself (Dallas Thiessen)  **Equipment:**  Music (“In the Jungle”-Lion King)  Gym mats to cover half the gym floor  CD player | | **SKILL FOCUS:**  Gymnastics  **MOVEMENT PATTERN(S):**  **-**statics, landings  **PERFORMANCE CUE(S):**  **-**Applying **variations** to **complex skills** (ADV) | **TODAY’S LESSON:**  Gymnastics  **GOAL:**  Skilful Movement    **Evaluation**:  Inquiry-Based Questions | |
| **SCOPE/SEQUENCE: Instructional Approach/Methods** Total Time:30 | | | | **NOTES / Reminders: ICE, Safety** |
| **Opening: Teaching Method: Time:**  **Outcome 8.4: Skilful Movement Direct/Drill and practice/Demonstrations 7 min**  *Teacher will inform class that they will be learning how to perform two different dominant movement patterns of gymnastics (statics & landings)! \*REMINDER\* - Introduce safety issues and proper physical education attire (right column→)*  *Music: “In the Jungle”-Lion King*  Explain “Animal Movement” Warm-up: Students will start in a line position (side by side) on the edge of the mats. The teacher will demonstrate various types of animal locomotions (crab walk, frog jumps, snake slithering, seal walk, monkey walk, and one animal movement that they think of on their own). The students will move like the animal I demonstrate from one end of the mats to the other side. Repeat this for all 6 animal movements (See gymnastics resource package. Once we have completed this activity I will lead the class through a variety of static stretches (Appendix #1).  **Indicator C: Demonstrate the ability to smoothly apply variations to a complex skill (Locomotions combined with Statics & Landings)**  **Water Break**  **Body: Direct/Drill and practice/Demonstrations 20min**  **Statics (10min)**   1. Teacher will start by explaining the terms center of gravity and base of support (See Gymnastics Resource). 2. Teacher will then demonstrate the 4 types of supports: Front, Back, Side, Cross (See Gymnastics Resource/Teaching Cues) 3. Students will practice each type of support after the teacher has provided the demonstration. 4. Ask the students: What is the difference between a balance and a support? Ask the group who could demonstrate a type of balance? 5. Explain to the class that a balance is categorized as any unstable position where any body part serves as a base of support. 6. Demonstrate balances on one foot, two feet-one hand, one foot-two hands, and balances on the back/stomach/buttocks (See Gymnastics Resource.   **Landings (10min)**  **Indicator C: Demonstrate the ability to smoothly apply variations to a complex skill (Landings combined with Statics & Rotations)**   1. First the teacher will start with landings on the feet; start with jumping and landing on two feet (demonstration) (See Gymnastics Resource/ Teaching cues). 2. Progress by demonstrating jumping and landing on one foot (both legs/**balances**), followed by jumping with **rotations** (quarter turn, half turn, 360). Have the class perform each of these variations. 3. The teacher will then move onto landings on the hands; start from a kneeling position (See Gymnastics Resource/Teaching Cues). 4. Progress by elevating the height: kneeling to squatting to standing to jumping. Have the class perform each of these variations. 5. Finally, the teacher will demonstrate how to perform a Swedish fall **(balance)** (landing on the hands and one foot). The students will practice the Swedish fall for the remainder of the class.   **Teaching Cues:**   * **Statics: Feet and hands shoulder width apart, the wider your hands and feet the more stable the support.** * **Balance: Visual cue-pick out something that is stationary to focus on, evenly distribute weight.** * **Landings on Feet: “toe-ball-heel” landing, cushioning with knees/hips.** * **Landings on Hands: “fingertips-ball (of hand)-palms, cushioning with bending elbows, following down into a push-up position**   ***PLAN B*** – If we have time left, we will then move onto rotations (doubtful) but if the class time runs out before we are finished DMP: Landings, we will simply continue next class from where we left off.  **Closure Direct/Inquiry-Based 3min**   1. Students will form a circle around me (teacher); I will lead the class with numerous static stretches (Appendix #1). 2. As we are stretching I will ask a few important inquiry based questions that will reflect on today’s lesson.   Example:   1. List the other DMP’s other then locomotions that were evident in the animal movements. 2. When you were performing Landings, were you only working on landings or were there other DMP’s involved? If so, which ones? | | | | **ICE**: *See appendix #2*  **Remind students of safety**:  -Proper footwear (socks) is needed today  -Proper phys. Ed clothing is required  -No jewellery  -Long hair must be tied up (Females)  *(See Safety Manual* ***pg 44, 50, 51****)*  *Inform students to bring the own water bottles*  **Positive Reinforcement:**  Thank students for their participation and leadership for putting away equipment today.  **Next day**: we will be in the classroom gymnasium to continue on with rotations and a gymnastic sequence. |

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| **TITLES** | **LEARNING INDICATORS**  *(Blooms Verb/ Verb + Action)* | | **PRE-REQUISITE LEARNING**  *(Prior Knowledge)* | |
| **GOAL:** Skilful Movement  **GRADE:** 8  **OUTCOME/Lesson focus:**  **8.4** Complex Skills  **Lesson number:** 5/5  **Time:** 2-30 min lesson (60 min)  **Instructor:** Dallas Thiessen | **8.4 Complex Skills**  **d)** Perform a variety of complex skills at a level of automation while practicing and participating in a movement/gymnastics sequence.  **e)** Perform a variety of movement skills that reflect smooth transitions between skills. | | **M/PATTERN:** Locomotions, Landings, Statics  **Skill:** Refer to lesson #4  **Cues:** Refer to lesson #4 | |
| **RESOURCES, EQUIPMENT** | | **PE COMPONENTS** | **OUTCOMES/EVALUATION** | |
| **RESOURCES:**  Gymnastic Resource Booklet: Developed by myself (Dallas Thiessen)  **Equipment:**  Music: “Piano Man”- Billy Joel  “Boom Boom Pow”- Black Eyed Peas  Gym mats to cover half the gym floor  CD player | | **SKILL FOCUS:**  Gymnastics  **MOVEMENT PATTERN(S):**  **-**Rotations  **PERFORMANCE CUE(S):**  **-**Movement skills that reflect **smooth transitions**.  -Perform a variety of **complex skills** at a level of **automation**. | **TODAY’S LESSON:**  Gymnastics  **GOAL:**  Skilful Movement    **Evaluation**:  Type: Summative  Method of Recording: Criterion-Based Rating Scale  Hours: 3.5 - 4  Value: 10 % of Final Grade | |
| **SCOPE/SEQUENCE: Instructional Approach/Methods** Total Time: 1 Hr | | | | **NOTES / Reminders: ICE, Safety** |
| **Opening: Teaching Method: Time:**  **Outcome 8.4: Skilful Movement Cooperative Learning 5 min**  *Teacher will inform class that they will be learning how to perform the DMP Rotations and will be introduced to the gymnastics routine they will be evaluated on! \*REMINDER\* - Introduce safety issues and proper physical education attire (right column→)*  Music: “Boom Boom Pow”- Black Eyed Peas  *Explain Tag Games “Partner/Frozen Tag” & “Leap Frog Tag”*  Partner/Frozen Tag: Assign 1 pair to be “IT”- other pairs are scattered across the mats (holding hands). If you are caught you must form a bridge with your partner’s hands while balancing on one foot. In order to be free a pair must run under your bridge.  Leap Frog Tag: Assign 2 or 3 “frog catchers” – others are frogs. Scatter within designated play area. Frog catchers chase the frogs. When caught the frog is frozen into a frog position until released by another frog leapfrogging over top.  **Water Break**  **Body: Direct/Drill and practice/Demonstrations 20min**  **Rotations (10min)**   1. Describe that there is 3 types of rotations: Frontal or anterior/posterior (A/P) or cart wheeling axis. Transverse or somersaulting axis. Longitudinal or twisting axes (See to Gymnastics Resource). 2. Because of time restraints we will only be learning Longitudinal and Transverse Rotations. 3. First the teacher will demonstrate a longitudinal rotation in the form of a log roll (See Gymnastics Resource). The students will then perform a log roll 3 times one direction and 3 times the opposite direction. 4. The teacher will then demonstrate how to perform a forwards shoulder roll (See Gymnastic Resource/Teaching Cues). Progress from kneeling, to squatting, to standing. Have the students perform this skill on both shoulders until they have mastered it. 5. The teacher will then demonstrate how to perform a backwards shoulder roll (See Gymnastics Resource/Teaching Cues). Progress from rocking on back, to squatting, to standing.   **Partner Gymnastic Routine (10 min)**  **Music: “Piano Man” – Billy Joel**  ***Indicator E*:** **Perform a variety of movement skills that reflect smooth transitions between skills.**  ***Indicator D*: Perform a variety of complex skills at a level of automation while practicing and participating in a movement/gymnastics sequence.**   1. Pair up your students and give each pair an evaluation template for the routine (See Gymnastic Routine Evaluation). 2. Remind Students that the three DMP’s we worked on in class (Statics, Landings & Rotations) are integrated into this routine. 3. Teacher will demonstrate the routine (as many times as students need). 4. Students will be given the remainder of class (other than the cool down) to practice the routine.   **Next Day (30 min)**  **Music: “Piano Man” – Billy Joel**   1. Students will be given the first 10 minutes of class to practice their routine. 2. The students will then perform the gymnastic routine for evaluation.   **Teaching Cues:**   * **Forwards Shoulder Roll: Squat position, chin tucked to chest, right arm pointed across body, roll onto shoulder while keeping body tucked in a ball position, finish back in a squat position** * **Backwards Shoulder Roll: Practice rocking back and forth on your backside in a tuck position, start from a squat position, roll back onto your back, lay your right arm flat on the mat, keep head tucked to chest, rotate over your shoulder finishing in a squat position.**   ***PLAN B*** – If there is any time left the students will be given extra time to work on their gymnastic sequence.  **Closure Direct/Inquiry-Based 3min**   1. Students will form a circle around me (teacher); I will lead the class with numerous static stretches (Appendix #1). 2. As we are stretching I will ask a few important inquiry based questions that will reflect on today’s lesson.   Example:   1. What DMP’s were displayed during the two tag games? | | | | **ICE**: *See appendix #2*  **Remind students of safety**:  -Proper footwear (socks) is needed today  -Proper phys. Ed clothing is required  -No jewellery  -Long hair must be tied up (Females)  *(See Safety Manual pg* ***44, 50, 51****)*  *Inform students to bring the own water bottles*  **Positive Reinforcement:**  Thank students for their participation and leadership for putting away equipment today.  **Next day**: we will be in the classroom gymnasium to perform your gymnastic sequence. |